Program Overview and Operational Handbook



January 2002
California Department of Education
Standards and High School Development Division
High School Initiatives Office
Visit our website at www.cde.ca.gov/partacad

TABLE OF CONTENTS

I.	CALIFORNIA PARTNERSHIP ACADEMY	4
0	VERVIEW OF THE CALIFORNIA PARTNERSHIP ACADEMY MODEL	4
Ü	curriculum and career focus	4
	staffing	
	student selection	
	business involvement the monter program	
	the mentor program internship program	
	funding requirements and evaluation	
U	NIQUE FEATURES OF THE ACADEMY MODEL	
	HE ROLES OF THE KEY PARTICIPANTS	
	superintendent	
	district administrative liaison	
	industry liaison	
	principal and/or other school administrator(s)	
	advisory committee	
	academy teachers	
A	CADEMY TASKS/RESPONSIBILITIES	10
II.	STRUCTURE AND TIMELINE	11
P	ROGRAM STRUCTURE	11
	block scheduling	
	curriculum - coordination between academic and career-technical	11
_	advisory committee	
	IMELINE FOR THE PLANNING AND IMPLEMENTATION OF AN ACADEMY	
T_{i}	ENTATIVE DATES TO REMEMBER	13
III.	STUDENT RECRUITMENT AND SELECTION	14
S	TUDENT RECRUITMENT AND SELECTION TIMELINE	15
	late entry guidelines for enrollment in the academy	16
	early termination	16
IV.	TYPES OF SUPPORT	17
	district and school support	
	private sector support	
	students support and recognition	
	parental support	18
V.	WORKPLACE LEARNING AND CONNECTING ACTIVITIES.	20
	field trips	
	job shadowing	
	guest speakersmentors	
	internship	

VI. POTENTIAL CHALLENGES	
broad range of student skills	24
presenting a positive image	
promoting positive relations with non-academy teachers	
students entering program with few credits	
limited staff to administer program	
limited information about technical curriculum	20
VII. FUNDING AND MATCHING	
funding levels of an academy	2
matching funds from the school district	2
matching funds from the business community	
financial estimate of a typical academy (based on senate bill	
APPENDIX SECTION	30
THE LAW THAT GOVERNS CALIFORNIA PARTY	NERSHIP ACADEMIES "SENATE
BILL 44"	
SAMPLE OF PLANNING YEAR ACTIVITIES AND	TIMELINE 36
CALIFORNIA PARTNERSHIP ACADEMY WEBSI	TE 37
CALIFORNIA DEPARTMENT OF EDUCATION CO	

I. CALIFORNIA PARTNERSHIP ACADEMY

OVERVIEW OF THE CALIFORNIA PARTNERSHIP ACADEMY MODEL

The California Partnership Academy Model is a high school based approach. There are 290 currently funded programs throughout California. Every year new monies for planning and implementation Academies may or may not be allocated for new Academies depending on inclusion in the Governor's Budget. The model grew out of the Philadelphia Academies that began in the late 1960s, spreading to California in the early 1980s. Academies incorporate many features of the high school reform movement that includes creating a close family-like atmosphere, integrating academic and career-technical education, and establishing viable business partnerships. They have been carefully evaluated and shown to have positive impacts on school performance. Academies are a three-year program, in grades 10-12, structured as a school-within-a-school incorporating:

- Curriculum focused on a career theme, coordinated with related academic classes;
- A voluntary student selection process that identifies interested ninth graders;
- A small <u>team of teachers</u> who work together to plan and implement the program;
- A variety of <u>motivational activities</u> including parental support, a well-developed reward structure, speakers, field trips, a mentor program, work experience, and regular monitoring of progress with feedback to students.

CURRICULUM AND CAREER FOCUS

The technical focus for an Academy is determined by an analysis of the local labor market, with an eye toward fields that are growing and healthy, and offer jobs with career "ladders," and that have companies willing to support the program. The technical education is kept broad, focusing on industries rather than specific jobs and ranging from business technology, health, electronics, media, agribusiness, building trades, natural resources, finance, retail trade, and others. Academic-technical integration of curriculum is a key ingredient.

STAFFING

Teachers request to participate in the program and must be willing to work with "at-risk" students. They are sometimes provided with a reduction in class load (typically from five to four classes per day) and student load (from an average of 30-35 per class to 25-30). Teachers are required to have a common planning period to meet regularly to: a) plan the program activities and curriculum; b) coordinate with business representatives; c) meet with parents; and d) devise strategies for dealing with problem students.

STUDENT SELECTION

One half of each new class must meet 3 out of 4 of the criteria used to determine student eligibility. The criteria include: irregular attendance, past record of underachievement, low motivation or disinterest in the regular academic program, and economically disadvantaged. If a school district operating an academy is unable to enroll enough at-risk students to constitute

one-half of the participating students, it may enroll non-at-risk students that meet any of the following criteria: (A) scoring in the 40th percentile or below in mathematics or English language arts on the STAR tests or (B) maintaining a grade point average of 2.2 or below, or the equivalent of a C-.. The program is voluntary: students must apply, be interviewed, and be selected on the basis of need and interest. About 50-60 students are typically selected for entry each year, enough to comprise two sections of a sophomore class.

BUSINESS INVOLVEMENT

Each Academy has a partnership with employers. Employer representatives: a) serve on the Academy Advisory Committee that oversees the program; b) assist to develop the career technical curriculum; c) provide speakers for Academy classes; d) host field trips to give students a perspective of the workplace; e) provide mentors who serve as career-related role models and personal points of contact in the field of training; and f) provide summer jobs and part-time school-year jobs.

THE MENTOR PROGRAM

In the eleventh grade, a mentor is matched to each Academy student. Mentors are usually employees of participating businesses who volunteer to be a career-related "caring adult" in the student's life.

INTERNSHIP PROGRAM

After their junior year, students performing well enough to be on track for graduation are placed in summer jobs. Students apply for these jobs as they would in the open market; i.e., they prepare resumes, complete job applications, and have interviews. Companies make the hiring decisions.

FUNDING REQUIREMENTS AND EVALUATION

Funding is performance based. Only those students meeting the 80 percent attendance requirement and the 90 percent credit requirement qualify for funding. State grants must be matched 100 percent by both the receiving district and business partners. Annual evaluations consistently reflect improved student performance on attendance, credits, grade point averages and graduation rates.

Following are the funding requirements for California Partnership Academy grants. Programs not able to meet one of the requirements listed below must submit a request for exception. Requests must be submitted on a yearly basis after all attempts have been made to meet the funding requirement.

- 1. The district provides <u>100 percent match</u> of state funds received in the form of direct and in-kind supports.
- 2. Participating companies or other private sector organizations provides <u>100 percent match</u> of state funds received in the form of direct and in-kind support.
- 3. State funds provided by the partnership academy program are <u>only</u> used for the development, operation, and support of partnership academies.

- 4. The Academy is established as a "school-within-a-school" with classes restricted to Academy students.
- 5. Academy teachers work as a team in planning, teaching and troubleshooting program activities.
- 6. An Advisory Committee is formed consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representatives of the private sector. The Advisory Committee should meet regularly.
- 7. During grades ten and eleven Academy students are provided instruction in at least three academic subjects that contribute to an understanding of the occupational field of the academy and one technical "laboratory" class related to the academy's occupational field.
- 8. Academy classes during twelfth grade are available but may vary.
- 9. The school site class schedule limits Academy classes to academy students with classes block scheduled whenever possible.
- 10. Students are provided with a mentor from the business community during the student's 11th grade year.
- 11. Students are provided with an internship or paid job related to the academies occupational field or work experience to improve employment skills during the summer following the 11th grade.
- 12. Students are provided opportunities to engage in additional motivational activities with private sector involvement to encourage academic and occupational preparation.
- 13. Academy teachers have a common planning period to interchange student and educational information.

UNIQUE FEATURES OF THE ACADEMY MODEL

"What Is Unique About A California Partnership Academy?"

An Academy:

- Involves a close working partnership between the high school and local businesses.
- Operates a school-within-a-school concept in which students, during grades ten
 and eleven, take three academic classes and one career technical course designated
 for Academy students only.

- Includes Academy teachers having a common preparation period and planning time to discuss the integration of their curriculum as well as the progress of students.
- Prepares students with academic and career technical awareness and/or skills necessary for entrance into college and/or entry level employment.
- Provides ongoing partnerships among a school district, postsecondary education institutions, local employers, and the California Department of Education.
- Orients students towards graduation, pursuance of rigorous academics, continued education and/or training, and/or entry level employment.
- Exposes students to the workplace skills used and needed by local employers.
- Provides for the voluntary participation of students.
- Requires parental or guardian permission for acceptance into the program.
- Includes a mentor program with each student matched to a volunteer from the local community who is committed to meeting with and keeping in contact with the student on a regular basis.
- Places students in summer jobs with local employers following the 11th grade, provided that summer school is not required to meet graduation requirements.
- Provides additional motivational activities with local community and business involvement
- Includes workplace learning during the 12th grade.

THE ROLES OF THE KEY PARTICIPANTS

SUPERINTENDENT

The support and commitment of the District Superintendent is essential for the Academy to succeed. The Superintendent commits the district to meeting the required matching support in the form of personnel, space, and equipment. He/she provides credibility and prestige to the program, promotes the Academy in the community, and gives final top-level approval for major programmatic decisions that have financial and educational impact.

DISTRICT ADMINISTRATIVE LIAISON

The District Administrative Liaison is appointed by the Superintendent or the School Principal to act as the liaison between the Academy staff and district. He/she makes certain that State requirements are being met and that the program is operating as planned with appropriate matching support from the district and private sector. The Liaison provides overall guidance

06/07/02 7

and direction for the program and helps set policies. He/she oversees curriculum development and is involved with selection and orientation of personnel.

INDUSTRY LIAISON

The Industry Liaison is appointed by the District Liaison or supported by the private sector as a loaned executive or volunteer to develop and coordinate program activities that involve business/industry participation, including mentors, summer jobs, post-graduation employment, field trips, job shadowing, classroom speakers, and special events, such as curriculum fairs and end-of-year awards ceremonies.

PRINCIPAL AND/OR OTHER SCHOOL ADMINISTRATOR(S)

The support and assistance of the School Principal is critical for implementing and operating the Academy concept of a school-within-a-school. He/she is involved in the selection and evaluation of Academy teachers and counselors and in helping to orient non-Academy staff to the program. It is especially important for non-Academy teachers to have a positive attitude about the program from the beginning and not resent the additional "benefits" given to Academy teachers. Moreover, the Principal must approve all Academy-related policies that affect the school, and must ensure that existing school policies are followed by the Academy staff. The Principal and/or other school administrator(s) is also responsible for all aspects of site management including assignment of rooms and facilities, scheduling classes, and other logistical issues.

ADVISORY COMMITTEE

This committee consists of individuals involved in Academy operations including district and school administrators, coordinating/lead teachers, and representatives of the private sector. The committee reviews policies and procedures and makes recommendations to ensure the Academy program meets both educational and career goals. Private sector representatives should be individuals who are able to obtain the needed support (e.g. summer jobs, mentors, equipment) to make the program a success. The committee should be large enough that a different task force can be formed to work on particular issues or solve specific problems without overburdening individuals (e.g. task force for curriculum development, job development, recruitment of mentors and other volunteers, student support services, and public relations).

COORDINATING/LEAD TEACHER

The Coordinating/Lead Teacher works closely with school administrators, advisory committee, and Academy team to manage all aspects of the Academy model and instructional program. In addition to teaching subjects, the Lead Teacher is responsible for overseeing and ensuring completion of the following:

- Allocation of rooms for the Academy program
- Scheduling of Academic courses on the master schedule
- Development and integration of curriculum
- Recruitment and selection of students

- Linkages to and development of student academic support systems
- Development of postsecondary and workplace linkages
- Development and monitoring of mentor program
- Development and monitoring of internship program
- Ongoing parent communication and involvement
- Scheduling of regular Academy team meetings to discuss integration of curriculum, special activities, and progress of students
- Maintaining channel of communication with school administrators and non-Academy staff
- Development of budget and planned expenditures with advisory committee, academy team, and administrative input
- Evaluation and monitoring of on-site implementation of the Academy model and funding requirements
- Building and maintaining mutually beneficial business and community relations and partnerships
- Monitoring student preparation for entry level employment and/or postsecondary education
- Completion of the required annual report and collection of student data

ACADEMY TEACHERS

Academy teachers must be both dedicated and able to deal with the needs of students admitted to the program. They must be interested in the goals of the program and in working with the business community and a diverse group of students. They must be able to work as a team in planning, teaching, "brainstorming," and troubleshooting. They must be willing to spend extra time and take on responsibilities that are required by the program, such as:

- Organizing and attending special functions
- Working closely with individual students in identifying and obtaining special support services
- Evaluating students on a regular basis and reporting to Academy staff

- Developing curricula that integrate different academic subjects and academic with career technical material
- Communicating with parents on a regular basis on the student's progress
- Participating in Academy staff meetings and functioning as a team member

Teachers who fit well in Academies generally have good communication skills, are flexible in their approach to the education process, and are well respected by the school staff.

ACADEMY TASKS/RESPONSIBILITIES

Academies should be structured to increase student performance. Academy students should meet clearly defined, positive outcomes. Added responsibilities of an Academy include but are not limited to:

- Recruiting, selecting, and scheduling students
- Developing, implementing and maintaining a parent involvement and contact process
- Organizing a speaker and field trip program for sophomores
- Operating a mentor program for juniors
- Operating a work based learning program for seniors
- Articulating with local colleges, universities, and other postsecondary training institutions
- Providing academic support and encouragement for students (tutoring, study sessions, recognition, etc.)
- Working with business partners on school-based and work-based activities
- Integrating curricula across subjects
- Building relationships with school site staff, parents, business partners, and community
- Meeting reporting deadlines and requirements for funding
- Coordinating activities with site administrators, school site, and district staff
- Implement evaluation measures to monitor student performance

Students should be exposed to a wide range of opportunities, from the occupational training needed for entry-level employment to preparation for college entrance (A-G requirements, SAT/ACT, Advanced Placement Courses, etc.). Connections and inclusion of occupational training programs such as apprenticeships/pre-apprenticeships, Regional Occupational Programs (ROP), and opportunities through postsecondary institutions should be included.

II. STRUCTURE AND TIMELINE

PROGRAM STRUCTURE

BLOCK SCHEDULING

An Academy includes at least three academic subjects and one career technical course in grades 10 and 11 that are designated for only Academy students. The most efficient way of handling these requirements, which also allows the greatest amount of flexibility, is through block scheduling. The first four periods in the morning have been used as a typical block, allowing for a variety of additional activities (e.g. field trips, job shadowing) that last longer than one period or involve more than one class.

CURRICULUM - COORDINATION BETWEEN ACADEMIC AND CAREER-TECHNICAL

One of the key elements in the successful operation of an Academy is the teamwork among Academy teachers. Part of this teamwork involves the development of curricula, which interrelate academic and a career technical area. For example, English lessons could include writing business letters, preparing resumes, practicing interviewing skills, reading and writing business reports, learning technical language of career field, etc. Similarly, math and/or science classes could spend some time on skills/techniques that are particularly relevant to the Academy's career focus. To facilitate this process, workshops conducted by specialists in curriculum integration could be held during the summer for Academy teachers.

ADVISORY COMMITTEE

An Academy program must have an Advisory Committee that consists of individuals involved in Academy operations, that includes district and school administrators, teachers, and representatives of the private sector. Also, depending on the program needs, other committees, ad hoc or permanent, may be formed.

TIMELINE FOR THE PLANNING AND IMPLEMENTATION OF AN ACADEMY

PLANNING YEAR (\$15,000) September – February May March - April **Academy Planning Student Recruitment Student Selection and Scheduling** Select Staff • Follow selection criteria set by state Make final selections Identify candidates from currently Notify Students - teachers enrolled 9th grade students -coordinator Schedule students into Academy classes Determine Academy courses Send notices to non-academy teachers Establish waiting list to replace dropouts Establish private sector support both at "home" school and at other Contact postsecondary educational and Develop student recruitment process schools with potential students training institutions Develop PR plan and materials Make presentations to potential Contact related school programs (ROP, Identify/assign school facilities students and then to parents of those School to Career, Work Experience) Establish block scheduling interested Mail information home

FIRST YEAR OPERATIONAL (\$42,000)								
September	September – June March - April							
Start 10 th Grade Classes	Academic Year Operational Activities	Student Recruitment for Upcoming School Year						
 English, math, science, and career technical class (social studies, may be substituted for math or science) Implement block scheduling Elective classes Business speakers and field trips Implement student support opportunities 	 Staff teamwork -curriculum integration -student support -special events Common prep period for teaching staff Parent contact Liaison with business/industry to obtain speakers and field trips Advisory board meetings 	(See Planning Year for details)						
May – June	June - August	September - October						
Plan Mentor Component for 11 th Grade Students Establish and meet with contacts in business/industry to help recruit mentors at their sites Develop materials for recruitment and general information Establish schedule for recruitment and matching Plan support program for mentors Plan special events	Continue Mentor Recruitment Distribute information Receive applications Plan orientation workshop for mentors Establish prep linkages with related school programs and staff	 Mentor Program Begins Hold orientation meetings Match 11th graders with volunteer mentors Begin series of mentor activities 						

SECOND YEAR OPERATIONAL (\$72,000)						
September – June	January – May	June - August				
Hold Classes For Academic Year And Continue Recurring Activities	Arrange Summer Jobs For 11th Grade Students	Summer School And/Or Summer Jobs				
 10th and 11th Grades: Three academic and one career technical class Elective classes Speakers and field trips Enrichment activities Mentor activities for 11th graders 	 Establish and meet with contacts in business/industry to help find jobs Identify eligible students, schedule interviews, and confirm placements Prepare students for summer work experience 	 Visit students at their worksites Obtain job evaluations from worksite supervisor Students behind in credits attend summer school Implement postsecondary linkages 				

THIRD YEAR OPERATIONAL (\$81,000)					
September – June	February - June				
Academic Year – Repeat All Phases 10th, 11th, And 12th Grades	Final Semester				
 Grades 10 and 11 repeated as described above Grade 12 includes career technical class and one academic course (English or economics) Other classes mainstreamed to meet graduation requirements Hold sessions with mentors at regular intervals to discuss progress and problems 	 Optional afternoon work experience last semester for those students ready Students assisted with college entry or post-graduate work options Graduation ceremony for 12th grade students 				

TENTATIVE DATES TO REMEMBER

June/August	Technical Assistance	Workshops ((as needed	d to meet site needs)

July-August Approval of Governor's State Budget

August/September Notification of Grant Award letters mailed

September 1 Budget for the upcoming year is Due (use state Budget Form)

Fifty percent payments are processed on current grant after submission of certifications required and approval of budgets for the upcoming year.

October Technical Assistance Workshops (as needed to meet site needs)

October 15 Annual Reports are Due

Final payments for prior year grants are processed on approval of annual

reports.

November Fall CPA/SSP Regional Network Meetings

March Annual California Partnership Academy Conference

May Spring CPA/SSP Regional Network Meetings

III. STUDENT RECRUITMENT AND SELECTION

Students are selected to participate in an Academy in the second semester of the 9th grade. Students are considered "qualified" for participation in an Academy if they meet at least three of the following four criteria:

- 1. Past record of irregular attendance.
- 2. Past record of underachievement (behind in credits).
- 3. Past record of low motivation or disinterest in the regular school program.
- 4. Economically disadvantaged.

If a school district operating an academy is unable to enroll enough at-risk students to constitute one-half of the participating students, it may enroll non-at-risk students that meet any of the following criteria:

- (A) Scoring in the 40th percentile or below in mathematics or English language arts on the STAR tests or
- (B) Maintaining a grade point average of 2.2 or below, or the equivalent of a C-.

Please Note: Although the Academy should focus on recruiting students who meet the above criteria, it is important to remember that it is not an "At Risk" program. The Academy should be developed and promoted as an academic program with a career focus that makes a concerted effort to attract and engage students who may otherwise be disconnected from the regular school environment. It should engage students by providing them with a rigorously academic, challenging, relevant curriculum within a career focus area. It should include active business involvement and a multitude of student support opportunities. Upon graduation, an Academy student should have the preparation and choice of entering postsecondary education and/or the workforce.

Usually an Academy starts two 10th grade classes a year, each class with a recommended limit of 30 students. In selecting students it should be kept in mind that those with the greatest chance of success are those who appear to want to "turn themselves around" and who express a strong interest in the career area with a desire to work toward that goal. When establishing selection criteria, be careful not to set standards that eliminate the very population of students academies are intended to target. A general design for selecting students is shown. The steps in the process include:

- 1. <u>Identify potential students</u>: Request recommendations from 9th grade teachers and counselors. Make brief presentations in all 9th grade classes in a particular subject in which all 9th grade students are enrolled. Distribute brochures or other information for students to take home. Follow up class visitations with opportunities for students to learn more about the program.
- 2. <u>Hold group meetings</u>: Academy staff and selected Academy students meet with small groups of students to describe the program and answer students' questions. Interested students complete a preliminary application.

- 3. <u>Collect data</u>: Information on each applicant is assembled from school records, teacher and counselor input, and other relevant sources, to assess required entrance criteria and indicators of interest and potential success in the program.
- 4. <u>Interview students</u>: Applicants are interviewed individually by Academy teachers and other appropriate staff, and are rated on a pre-determined scale regarding admissions criteria.
- 5. <u>Make preliminary selection</u>: A preliminary selection of students is made, consisting of about 25% more than are needed for an entering class. Invitations to an evening meeting are sent to the selected students and their parents.
- 6. <u>Hold parent meeting</u>: At this event, students and their parents have the opportunity to ask questions about the Academy to the Academy teachers, administrators, and business representatives. The goals and expectations of the program are carefully explained. Permission slips are distributed to parents.
- 7. <u>Make final selection</u>: Academy teachers and other relevant staff make a final selection from those whose parent permission slips have been returned. Students are informed by mail of their acceptance. A waiting list is established for replacing those who decide not to participate. Selected students are included, when possible, in any year-end activities of the Academy.

STUDENT RECRUITMENT AND SELECTION TIMELINE

IDENTIFY POTENTIAL STUDENTS Teacher and counselor	INFORMATIONAL STUDENTS MEETINGS Small groups	STUDENT ELIGIBILITY DATA COLLECTION Attendance	STUDENT INTERVIEWS Small groups or
 reacher and counselor recommendation Class visits Distribute information to interested students Student signups for informational meetings 	 Small groups Staff describes program and answers questions Preliminary student application 	 Attendance Grades Test scores Motivation Family income Teacher input Counselor input Permanent record 	 individual Teaching staff and counselors rate each student
PRELIMINARY SELECTION OF STUDENTS	PARENT MEETING	FINAL SELECTION	
Teaching staff and counselors	 Industry personnel School administrators Teaching staff Explain goals and expectations of program Sign parent permission slip 	 Completed by teachers and counselors Letter sent home 	

LATE ENTRY GUIDELINES FOR ENROLLMENT IN THE ACADEMY

While an Academy is designed as a three-year commitment, exceptions may be made to admit students at the second semester of the 10th grade or even at the beginning of the 11th grade. This is a desirable policy if (1) attrition has reduced Academy enrollment, lowering the program's cost effectiveness and making room for others without increasing class sizes; and (2) a student transfers into the district or otherwise learns of the program and expresses a strong interest in entering the Academy. However, late entry students may need to "catch up" to other students in the program, particularly with respect to the "technical" coursework (often through a summer school course), and Academy staff need to take this into account and have a plan of remedial action for such cases. Students should not be enrolled in the Academy later than second semester of their 11th grade year.

EARLY TERMINATION

Because an Academy is designed to prevent dropouts, staff should take extra care before making the decision to drop a student. Although high standards must be maintained to ensure the program's credibility, every opportunity should be given for problem students to improve. Each Academy should establish guidelines for termination taking into account existing school and district policies. Care should be taken to follow all steps before dismissing students from the Academy.

The following conditions are indicators of a student having difficulty:

- poor attendance and/or chronic tardiness
- lack of homework/class preparedness
- poor grades
- poor behavior/bad attitude

Problem students should be dealt with using clearly defined procedures that are fair, objective, and consistent. Students should not be dropped from the program until they have had ample warning about their difficulties, the situation has been discussed with their parents and existing student support options have been exhausted.

Academy staff should review procedures for identifying and terminating students who refuse to improve periodically. Academy staff should identify problems, make initial attempts to deal with them, and then refer the student to an appropriate source of additional help if needed. Student support and staff assistance can come from several sources (e.g. school site administration, counselors, parents).

If a problem is deemed serious enough or if a student's behavior does not change after initial discussions, a "contract" agreement should be drawn up defining exactly what is expected of the student, when this should occur, and what steps are required by the teacher and student to achieve such change. A copy of the agreement should be given to the student, parents, teacher(s), and other appropriate staff. Only after such a procedure has been tried and has failed and all other possible supports have been provided, should the student be terminated from the program.

IV. TYPES OF SUPPORT

DISTRICT AND SCHOOL SUPPORT

An Academy's success depends on the level of support and commitment of the administration at both the district and site levels. The operation of an Academy requires a shift from typical school operations. Functioning as a school-within-a-school needs the support and backing of the district and school site administration. There should be a commitment to:

- Provide up-to-date equipment, as needed, to support the career technical focus of the Academy.
- Provide sufficient facilities to operate the Academy that include any labs, if needed, and classrooms. Preferably located in proximity to each other.
- Provide curricular materials which permit the most advanced methods of instruction pertinent to the special needs of Academy students.
- Give teachers a common prep period to discuss students, plan and coordinate curriculum, and organize program activities.
- Give teachers additional incentives to participate in the Academy such as an extra prep period, support for curriculum development, and opportunities to participate in staff development activities related to the program.
- Provide classes with a maximum size of 30 students.
- Staff the program with highly qualified and dedicated teachers who want to participate. Staff interesting inform the teachers of the many added features of the program which include opportunities:
 - to work with people from the business community and be exposed to stateof-the-art technologies.
 - to be creative and have the freedom to experiment with nontraditional teaching methods.
- Provide Academy teachers with support staff such as counselors and instructional assistants.
- Show clear evidence of support for the program to non-Academy staff, business partners, community, and district.

PRIVATE SECTOR SUPPORT

An Academy program requires the support and participation of businesses in the community, especially those which are in the same career field as the Academy. The majority of this support is in the form of volunteers for committees, mentors, guest speakers, and coordination

of activities at the business sites. In addition, businesses may contribute equipment, supplies, "in-house" resources (e.g. labor and materials to develop promotional materials, facilities for meetings and other functions), and loaned employees to assist with workplace learning.

Before a business commits itself to providing assistance to an Academy, it is typically necessary to first obtain the approval of a high-ranking executive in the company. This individual will then, more than likely, assign another person in management (often from an area in the personnel or human resources departments) to assume primary responsibility for the program. This individual may in turn select others or request volunteers for particular assignments (e.g. advisory committee members, mentors, speakers, coordinators for jobs or mentors).

STUDENTS SUPPORT AND RECOGNITION

The following type of support and special recognition should be incorporated:

- student-of-month award, including a letter of recognition
- personal counseling
- tutoring
- test-taking, organizational, and study skills
- lunch with staff for excellent attendance
- public recognition for academic and personal achievement
- calls to parents that are complimentary ("good-kid calls")
- graduation ceremony held at a participating company
- special privileges
- leadership role

PARENTAL SUPPORT

It is often very difficult to get parents or guardians actively involved. Parent interest, support, and involvement in the Academy program are clearly important in achieving a lasting impact. There is no substitute for a strong support system that involves parents and other family members. It is important to develop and maintain strong and active lines of communication between the Academy staff and parents in order to reinforce the support system and show students that a clear relationship exists between school and home which deals specifically with their welfare. Several steps should be taken at the onset of the program to encourage parent involvement.

Parent involvement could encompass the following activities/strategies:

- Parents should be encouraged to participate in such activities as parent meetings and workshops on careers, teen issues, etc.; being a member of a parent organization including a parent booster club; accompanying students on field trips; acting as a guest speaker in the classroom; or assisting with special events.
- Parents should be kept informed of the Academy's goals and activities through regular newsletters mailed to the home.

- Parents should be invited to special functions, preferably through phone calls or personal invitations rather than form letters.
- Parent nights should be held monthly (or bi-monthly), of which issues such as graduation requirements, and scholarship information are addressed.
- Parents should be involved in phone and personal conferences involving the student's performance (positive, negative or both).
- Regular evaluations of the student's performance should be mailed home to parents (as well as discussed with students).

V. WORKPLACE LEARNING AND CONNECTING ACTIVITIES

FIELD TRIPS

Field trips are an excellent way of exposing students to both the workplace and post secondary educational and training institutions. Site tours of participating businesses allow students to become familiar with the products of a company, learn about entry-level positions and the qualifications needed, and observe people working in jobs to which the students themselves may aspire. The most worthwhile field trips are those with a focus that enlarges the students' knowledge of the company's activities and of its employee policies. Two to four field trips per year are recommended for each 10th grade Academy class and two per year for the 11th grade class. For many students, the field trips are their first opportunity to see a business environment and/or college first hand; without this experience it is often difficult for them to envision themselves working or going to school in such a setting.

Students should engage in a classroom activity, discussion and/or assignments prior to and after participating in a field trip. Potential field trip locations should be decided upon with input from Academy teachers and advisory members. Planned student outcomes and linkages to career field and/or academic achievement should be highlighted.

JOB SHADOWING

Job shadowing enables Academy students to observe employees at various work sites. Job shadowing experiences should be developed in order to:

- Provide students opportunities to observe real-world situations.
- Motivate students to expand their educational career goals.
- Help prepare Academy students to become productive working members of society.
- Allow students to see the relationships between their educational experiences and occupational choice.

Job shadowing activities should be conducted under the supervision of the business liaison, lead teacher or designated Academy staff member. Although job shadowing can occur throughout the time a student is in the Academy, most experiences take place during the tenth grade as preparation for more in-depth activities during grades eleven and twelve. Effective job shadowing experiences should be connected to classroom experiences. As specified in Education Code Section 51769, the job shadowing activity is optimally "a visit to a workplace for the purpose of career exploration for no less than three hours and no more than 25 hours in one semester, intersession, or summer school session."

Job shadowing activities are initially broad in scope, narrowing as the student defines a specific career focus. The greater the diversity of job shadowing placements, the greater the depth of understanding of career options and scope of employment settings. When participating in a job shadowing experience a student should dress appropriately, collect relevant information, reflect

upon the experience, report back using the designated format (oral report, written report, etc.), and write a thank-you note, as appropriate, to the employer.

GUEST SPEAKERS

Many individuals in the private sector are interested in speaking with students in the classroom and sharing their own personal experiences with them. They can be a rich source of information for students regarding such matters as career selection, employment skills, and the importance of an education. The Industry Liaison should develop a list of speakers and topics and either coordinate a speaker program for the Academy or let the teachers invite the speakers themselves. Occasionally, parents of Academy students, a resource not to be overlooked, are interested in volunteering as classroom speakers.

MENTORS

Each student in the 11th grade is matched with a mentor from the business community. The purpose of a mentor is to give students a professional role model and "friend in industry" who can offer information and guidance on how to achieve success. Mentors should be willing to spend a specific period of time with their students and talk with them on the telephone on a regular basis.

Although the preferred mentoring situation involves a one-on-one personal contact between a student and adult from the selected career field area, the mentoring component can also be accomplished in other ways. This can include group mentoring, mentoring by e-mail, academic mentoring others. The main objective is to connect the student with a "caring" adult who can serve as a professional role model to the student providing guidance, workplace exposure, academic support and encouragement.

Although fingerprinting legislation is not required for mentor program off-site learning opportunities, some principals and district administrators are reluctant to place students without doing a background check on the businessperson or mentor. Some school districts have adopted policies regarding (non-school) work site personnel and fingerprinting requirements. Although not required by law, these districts are acting under the permissive provisions in the Education Code. One risk-reduction strategy that has enabled districts to participate is to require that students work in pairs during off-site learning opportunities. Since this issue is one that falls to each local school district, it is important to have a discussion with the district's risk management provider regarding the local fingerprinting policy.

The responsibility of recruiting mentors is primarily that of the Industry Liaison, Lead Teacher, or other designated Academy team member. Individuals who are interested in becoming mentors fill out a questionnaire and return them to the Academy Industry Liaison, Lead Teacher, or designated staff person. The questionnaires are used to match mentors with students who have similar interests, backgrounds or career focus.

Primarily the Academy teachers who know the students best do mentor/mentee matching. Mentors are then notified who their student partner will be and a "match-up" activity is held at the school for mentors and students to meet each other. At or before this meeting, mentors receive a packet containing some personal data about their designated student and other

relevant information about the Academy and the high school (e.g. staff contacts, school policies, calendar, etc.). Students should be prepared with several questions to ask their mentors at the meeting about their jobs, interests, and/or educational experience, and by the end of the meeting should know how and when to contact their mentor at work or at home. The pair should plan an initial activity and set an approximate date for their next contact by the time the meeting adjourns.

Although most mentors will have the best intentions of meeting their commitment and will do so, especially in the early stages, it is not uncommon for some to leave the program for one reason or another. Many reasons are quite legitimate and cannot be prevented, such as a job transfer, change in job duties, or incompatibility with the student. Some mentors may wish to resign because of a feeling that they are not accomplishing what was expected of them. This may be prevented by regular feedback by the Academy staff. One way to accomplish this is through regularly scheduled "support group" meetings during the year so that mentors can share experiences and stories and get feedback from staff about students' reactions at school to their mentor contacts.

It is very important for an Academy representative, such as the Industry Liaison, to call mentors on a regular basis to express appreciation for their assistance and to find out "how things are going."

Most mentors, particularly those who have not mentored, will benefit from activities that can be done as a group either at or outside of school. Special events, such as a mentor brunch at school prepared by the students, an after-school picnic, or mock interviews at a company, can be a lot of fun and very successful. Other activities that pairs can do together or in small groups include:

- discussing careers and basic features of getting and holding a job
- "shadowing" the mentor at his/her job for the day
- touring the school/shadowing the student
- attending a jobs fair or career technical show
- touring the mentor's place of business
- having lunch
- tutoring

The degree to which mentors can take time from their workday to attend school activities or other functions will depend on the type of job they have and the policies of their companies. Some employees will have no problem taking time off from work, while others may require special approval from their supervisors. The Industry Liaison needs to be aware of different policies of participating companies so that the issue of released time can be raised with those which do not have a set policy. To ensure a positive mentor experience for all students, it is highly desirable for the school and private sector to regularly schedule group activities for the mentors and their students. Note: Check with your district to find out the policies regarding the establishment mentorships.

INTERNSHIP

Each Academy is responsible for placing students in an internship in the summer following 11th grade. However, there is no obligation to place students who must attend summer school or who are not ready for employment. These jobs should be meaningful workplace learning experiences ideally in the career field in which the Academy is based. At the very least, such jobs should be able to provide students with an interesting experience or specialized job training, which improves their employment skills.

Organization of the employment component of the program requires a close working relationship between the Academy Liaison and the companies that have agreed to participate. The liaison for the summer employment program is often a teacher, but may also be an ROC/P teacher or a work experience coordinator, or a volunteer from the private sector. Planning should begin no later than February and should include the following steps:

- 1. Liaison identifies a contact/coordinator at each participating business/company, and provides information to this person on the number of jobs needed and qualifications of students. In turn, this person gives the Liaison information about the jobs that will be available.
- 2. Liaison provides job information and job applications to students.
- 3. Liaison and lead teachers match students to jobs.
- 4. Students complete job applications and arrange for interviews with company personnel. More than one student may be interviewed for each available job.
- 5. Company makes final hiring decision, and company coordinator or job supervisor notifies students.

Students should be prepared for their internship by classroom discussion and lessons that focus on what they should expect and what they should gain from the experience. One teacher should have the responsibility to visit each working student to check on how things are going and help resolve any problems that may occur.

The coordination of internships can be difficult, especially if the participating businesses use different procedures and numerous personnel in the hiring process.

VI. POTENTIAL CHALLENGES

BROAD RANGE OF STUDENT SKILLS

Although some students accepted into an Academy program may be at risk of dropping out of school, usually this will be for motivational reasons. Students will be entering with a wide range of abilities.

How are these differences best handled in terms of program and classroom management?

- If possible, enough students should be enrolled in the program so that the group can be divided into two classes based on similar skill levels, if needed. This could be done in core curricular areas such as English, Science, and History/Social Science.
- Differences in skill levels within classes can be handled through a variety of teaching methodologies that focus on individualized instruction. Existing programs have had success with computer-aided instruction, classroom aides, and individual tutors. Tutors could be juniors or seniors (preferably from the program) who can serve as role models and provide inspiration. College students also make good tutors.

PRESENTING A POSITIVE IMAGE

The Academy should take steps from the beginning to develop a positive image of the program. The principal in regular communications with all staff, students, and parents should voice strong support for the program. Articles about the Academy and its students should appear regularly in school bulletins and other school publications. Presentations to the overall school staff should be made frequently. Maintaining and building linkages with other school site programs and activities are important.

PROMOTING POSITIVE RELATIONS WITH NON-ACADEMY TEACHERS

In order to take maximum advantage of the unique features of an Academy, teachers in the program need to be given extra time for group planning and troubleshooting and other incentives to enhance the quality of the program. However, such "incentives" may alienate non-Academy teachers, who may not understand the Academy model.

What can be done to prevent negative reactions from non-Academy teachers and who should take the lead in making sure such negative attitudes don't develop?

Strategies that can be used to prevent alienation from non-academy teachers:

• Be open and honest with non-Academy staff regarding the extra needs of an Academy program. Sufficient time should be allowed in the planning stages to describe the program in detail to the entire school staff so that there is a clear understanding of the goals, objectives, and operations of an Academy. Establishing allies of the other teachers in the school in the formative stages of the program will go a long way in providing a solid foundation.

- The Academy staff and lead teacher should be mainly responsible for communicating with the other teachers in the school. The administration needs to be fully supportive of Academy policies and be willing to communicate this to non-Academy personnel. The staff should be encouraged to discuss school-wide issues and problems regarding the Academy at faculty meetings.
- Teachers in the program need to be of very high caliber and well respected and trusted by their colleagues.
- Non-Academy teachers should have involvement in the program by participating on the
 Advisory Committee, assisting in student recruitment (through recommendations),
 providing Academy team feedback regarding student performance in non-Academy
 classes, assisting in curriculum development, serving as a mentor or guest speaker,
 participating in field trips and special activities, etc.

STUDENTS ENTERING PROGRAM WITH FEW CREDITS

Some students entering an Academy will be behind schedule in the number of credits and types of courses needed for graduation.

What can be done to help them catch up and graduate on time with the rest of the class?

- Some students may require additional time beyond four years to graduate; this can be beneficial for those less able to handle an academically rigorous curriculum.
- Students should be encouraged to attend summer school to make up classes previously failed or not taken. The summers after the 9th and 10th grades are critical catch-up periods.
- Students may serve as technical assistants for the technical classes, earning additional credits
- Students may be able to provide tutoring for additional credit.
- ROC/P, adult education, and/or college courses could be taken on Saturdays or evenings.

LIMITED STAFF TO ADMINISTER PROGRAM

How much time is needed to administer the program and who should be in charge of this responsibility?

• Someone must coordinate the various parts of the program and act as liaison to local businesses for obtaining their assistance.

- A coordinator/liaison needs time to do the multiple tasks associated with an Academy, depending on the size and scope of the program. A minimum one-two period position is recommended.
- Under some conditions, a company or business may "loan" one of their employees to assist with developing business relationships. School districts often cannot afford to hire someone in this capacity. One solution might be to get local companies to fund such a position on a long-term basis as part of their matching funds.
- Establishing a position as coordinator/liaison from the beginning of the program is highly desirable. Such a position provides a focus for the program from the perspective of both the school and business communities, and adds credibility to the program from the outset.
- Academy staff may also assume some of the "extra" responsibilities associated with an Academy. The lead teacher would then be the overall program coordinator/manager with others assuming responsibility for mentors, parent groups, publications, etc.

LIMITED INFORMATION ABOUT TECHNICAL CURRICULUM

Each Academy needs a curriculum in its own career technical area. What resources are available to help new programs get started in their particular fields?

- Existing Academy programs with a similar focus, including examples of integrated curriculum projects from many.
- The California Department of Education can provide standards and examples of integrated activities in some fields. The County ROC/P and Office of Education may also be sources of curricula information.

VII. FUNDING AND MATCHING

FUNDING LEVELS OF AN ACADEMY

Provisions of California State Legislature Senate Bill No. 44 to School Districts (Passed in 1993)

- A planning year grant of \$15,000 is granted for each Academy.
- Operational funds are based on a reimbursement scheme covering rules for student eligibility and matching support from the school district and business community.

First Year Operational; \$1,400 per student up to a maximum of \$42,000 (i.e, 30 students).

<u>Second Year Operational</u>; \$1,200 per student up to a maximum of \$72,000 (i.e. 60 students).

<u>Third Year Operational and beyond;</u> \$900 per student up to a maximum of \$81,000 (i.e. 90 students).

- Reimbursement at the 10th and 11th grade levels is based on at least 80% attendance per year and the earning of 90% of graduation credits per year by a student.
 - ❖ Attendance is calculated in accordance with official school attendance procedures and records.
 - Cuts/unexcused absences <u>are calculated</u> as an <u>absence</u> according to school district policy.
 - Summer school credits normally are applied to the previous year's transcript. The Educational Options Unit of the California Department of Education must approve exceptions.
- Reimbursement at the 12th grade level is based on the completion of all graduation requirements no later than the summer following the end of the school year; each student must graduate to qualify.
- Reimbursement can be obtained for half the yearly amount of an Academy student who completes one semester only (either the first or second semester), while meeting the attendance and credit requirements for that semester.

MATCHING FUNDS FROM THE SCHOOL DISTRICT

It is also required that the grant amount is matched 100 percent by district. This match must equal state support in the form of cash and/or in-kind contributions.

In-kind contributions must include items that are over and above what the district normally provides students at the school. Examples of such costs are:

- Substitutes to support program activities
- Any part of another grant applied to the program
- Instructional assistants
- A percent of the classroom space as a result of reduced class size
- A percent of personnel salaries as a result of reduced class size
- Curriculum development time and expenses
- Staff development/in-services workshops related to the Academy
- Transportation
- Reproduction/printing
- Telephone/fax installation and use
- Specialized equipment unique to Academy needs
- Field trips
- Administrative services
- Postage
- Academy office
- Clerical support

MATCHING FUNDS FROM THE BUSINESS COMMUNITY

It is also required that the grant amount is matched 100 percent by the business partners. This match must equal state support in the form of cash and/or in-kind contributions. Examples of in-kind contributions include:

- Supervising students on the job
- Advisory committee activities
- Classroom speakers
- Organizing and/or leading field trips/job shadowing opportunities
- Hours attributed to mentoring, tutoring, instruction, counseling, advising, and/or administrative services
- Provision of space, equipment, and furniture
- Learning materials, brochures, training guides, and management documents which are donated to the Academy
- Transportation, banquets, awards, and other incentives
- Supplies

FINANCIAL ESTIMATE OF A TYPICAL ACADEMY (BASED ON SENATE BILL 44)

STUDENTS	Yo	Year 1		Year 2		Year 3	
	Start	Finish	Start	Finish	Start	Finish	
# Students in Program (on average)	55	51	45	41	37	35	
			55	51	45	41	
					55	51	
TOTALS	55	51	100	92	137	127	

FUNDING	Year 1	Year 2	Year 3
Students Qualified for Maximum \$	30	60	90
Maximum \$ From State Grant	\$42,000	\$72,000	\$81,000
Matching \$ From Private Sector	\$42,000	\$72,000	\$81,000
(Primarily In-Kind)			
Matching \$ From District	\$42,000	\$72,000	\$81,000
(Primarily In-Kind)			
Total \$	126,000	\$216,000	\$243,000

APPENDIX SECTION

- ❖ California Education Codes 54690 − 54697, the current codes pertaining to California Partnership Academies that incorporate the language from both:
 - Senate Bill 44, The 1993 Law Governing the California Partnership Academies
 - Assembly Bill 1009, The 2001 Law revising "at-risk" requirements and qualifications
- Sample of Activities and Planning Timeline

CALIFORNIA EDUCATION CODES 54690 – 54697:

The People of the State of California do enact as follows:

- **54690.** (a) The Legislature hereby finds and declares that the partnership academies program has proven to be a highly effective state-school-private sector partnership, providing combined academic and occupational training to high school students who present a high risk of dropping out of school, and motivating those students to stay in school and graduate. Partnership academies are functioning in 45 high schools spread throughout the state, with occupational training successfully offered in over 15 different skill fields, including such diverse skills as electronics, computer technology, finance, agribusiness, graphic arts and printing, international business, and space. Partnership academies in San Mateo County have been honored with two national awards for excellence, and the California partnership academies have been given high accolades in various textbooks and studies addressing vocational programs.
- (b) The Legislature finds the partnership academies are in the forefront of school efforts to integrate academic and vocational education and that they can be effective in providing an integrated learning program and high motivation toward pursuing skilled occupational fields to students at risk of dropping out of school and to students not motivated by the regular educational curriculum. Further, the Legislature finds the partnership academies can make a very positive contribution towards meeting the needs of the state for a highly skilled and educated work force in the 21st century.
- (c) Therefore, the Legislature hereby states its intent to expand the number of partnership academies in this state's high schools, hereafter to be known as California Partnership Academies; to broaden the availability of these learning experiences to interested students who do not meet the full criteria of "at-risk" students; and to encourage the establishment of academies whose occupational fields address the needs of developing technologies.
- (d) For purposes of this article, "at-risk" students means students enrolled in high school who are at risk of dropping out of school, as indicated by at least three of the following criteria:
 - 1. Past record of irregular attendance.
 - 2. Past record of underachievement in which the student is at least one year behind the coursework for the respective grade level.
 - 3. Past record of low motivation or a disinterest in the regular school program.
 - 4. Disadvantaged economically.
- (e) The State Department of Education may expend no more than five percent of the funds received to carry out this article on administrative expenses.
- **54691.** Commencing with the 1993-94 fiscal year, from the funds appropriated for that purpose, the Superintendent of Public Instruction shall issue grants to school districts maintaining high schools that meet the specifications of Section 54692, for purposes of planning, establishing, and maintaining academies, as follows:
- (a) The superintendent may issue a maximum of 155 grants per year for purposes of planning

partnership academies. The Superintendent of Public Instruction, when issuing the grants to school districts, shall ensure that the grants are equitably distributed among high-wealth and low-wealth school districts in urban, rural, and suburban areas. Each planning grant shall be in the amount of fifteen thousand dollars (\$15,000).

- (b) For the 1993-94 fiscal year, and each fiscal year thereafter, the superintendent may issue grants for the implementation and maintenance of existing academies or academies planned pursuant to subdivision (a). Implementation and maintenance grants shall be calculated in accordance with the following schedule:
 - 1. Districts operating academies may receive one thousand four hundred dollars (\$1,400) per year for each qualified student enrolled in an academy during the first year of that academy's operation, provided that no more than forty-two thousand dollars (\$42,000) may be granted to any one academy for the initial year.
 - 2. Districts operating academies may receive one thousand two hundred dollars (\$1,200) for each qualified student enrolled in an academy during the second year of that academy's operation, provided that no more than seventy-two thousand dollars (\$72,000) may be granted to any one academy for the second year.
 - 3. Districts operating academies may receive nine hundred dollars (\$900) for each qualified student enrolled in an academy during the third and following years of that academy's operation, provided that no more than eighty-one thousand dollars (\$81,000) may be granted to any one academy for each fiscal year.
- (c) For purposes of this article, a qualified student is a student meeting the at-risk criteria specified in Section 54690 and who is enrolled in an academy for the 10th, 11th, or 12th grade, obtains 90 percent of the credits each academic year in courses that are required for graduation, and does any of the following:
 - 1. Successfully completes a school year during the 10th grade with an attendance record of no less than 80 percent.
 - 2. Successfully completes a school year during the 11th grade with an attendance record of no less than 80 percent.
 - 3. Successfully graduates after the 12th grade.

A student enrolled in an academy who successfully completes only one semester with regard to enrollment, attendance, and credits within the school year is considered qualified for that semester and the district may receive one-half of the funds specified under subdivision (b) for that student.

- (d) (1) A school district operating an academy that is unable to enroll enough at-risk students, as defined in Section 54690, to constitute one-half of the participating students may enroll non-at-risk students that meet any of the following criteria:
 - A. Scoring in the 40th percentile or below in mathematics or English language arts on the standardized test administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33.
 - B. Maintaining a grade point average of 2.2 or below, or the equivalent of a C-.
 - C. Meeting any three of the four criteria set forth in subdivision (d) of Section 54690.
 - D. Fulfilling any of the actions described in paragraphs (1), (2), or (3) of subdivision (c).

- (2) Non-at-risk students enrolled pursuant to paragraph (1) may not exceed one-half of the students enrolled in an academy.
- (e) At the end of each school year, school districts that have been approved to operate academies pursuant to this article shall certify the following information to the Superintendent of Public Instruction:
 - 1. The operation of each academy in accordance with this article, including Sections 54692 and 54694.
 - 2. The number of qualified students enrolled during the just completed school year, by grade level, for each academy operated by the district.
 - 3. The amount of matching funds and the dollar value of in-kind support made available to each academy in accordance with subdivisions (a) and (b) of Section 54692.
- (f) The superintendent shall adjust each school district's grant in accordance with the certification made to him or her pursuant to subdivision (d) or in accordance with any discrepancies to the certification that may be revealed by audit. Notwithstanding the provisions of this section, the superintendent may advance up to 50 percent of the funds as he or she deems appropriate to districts that are approved to operate, or plan to operate partnership academies.
- (g) Funds granted to school districts pursuant to this article may be expended without regard to fiscal year. However, the funds must be expended for the maintenance and operation of academies.
- **54692.** In order to be eligible to receive funding pursuant to this article, a district shall provide all of the following:
- (a) An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by the district.
- (b) An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by participating companies or other private sector organizations.
- (c) An assurance that state funds provided by the partnership academies program shall be used only for the development, operation, and support of partnership academies.
- (d) An assurance that each academy will be established as a "school within a school." Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities. Classes in the academy program shall be limited to academy students as specified in subdivision (d). Each participating district shall establish an advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representatives of the private sector.
- (e) Assurance that each academy student will be provided with the following:

- 1. Instruction in at least three academic subjects each regular school term that prepares the student for a regular high school diploma. These subjects should contribute to an understanding of the occupational field of the academy.
- 2. A "laboratory class" related to the academy's occupational field.
- 3. A class schedule that limits the attendance to the classes required in paragraphs (1) and (2) to pupils of the academy. Whenever possible, these classes should be block scheduled in a cluster to provide flexibility to academy teachers. During the 12th grade the number of academic classes may vary.
- 4. A mentor from the business community during the pupil's 11th grade year.
- 5. An internship or paid job related to the academy's occupational field or work experience to improve employment skills, during the summer following the 11th grade. A student that must attend summer school for purposes of completing graduation requirements is exempt from this paragraph.
- 6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation.
- (f) Assurance that academy teachers have a common planning period to interchange student and educational information. Whenever practical, the planning period should be in addition to the normal planning period for full-time teachers and be supported as a part of the district's matching funds.
- **54693.** The Superintendent of Public Instruction shall establish eligibility criteria for school districts that apply for grants pursuant to this article. When establishing criteria, the superintendent shall consider the commitment and need of the applicant district. The superintendent may consider district indicators of need such as the number or percent of pupils in poverty or with limited-English proficiency, and the dropout rate.
- **54694.** The Superintendent of Public Instruction shall develop guidelines with respect to the California Partnership Academies. The guidelines shall include, but not be limited to, enrollment provisions, application procedures, and student eligibility.
- **54695.** (a) The ninth grade teachers and counselors in schools maintained by school districts approved to operate academies pursuant to this article shall identify students eligible to participate in an academy.
- (b) Teachers and counselors in schools maintained by school districts approved to operate academies pursuant to this article, business representatives, and academy students of academies that are operating in the area shall be encouraged to make presentations to prospective students and their parents.
- (c) The staff of each academy shall select students from among those who have expressed an interest in the academy and whose parents or guardians have approved the student's participation.
- **54696.** The Legislature finds that each new academy requires technical assistance for the academy team, administrators, teachers, and private sector participants in the multiple aspects

06/07/02 34

of the academy program that differ from the standard high school program. To provide for the transfer of the experiences gained in the operation of currently successful academies to new academies, the Superintendent of Public Instruction shall develop a technical assistance team whose members have prior involvement in successful academy operation and make their expertise available, as necessary, to each new academy during its first two years of operation.

- **54697.** (a) The Superintendent of Public Instruction shall select an entity (the "evaluating entity") to conduct a long-term evaluation of the Partnership Academies conducted pursuant to this article using a random assignment of pupils into program and control groups. The participation of any school district in this long-term evaluation is voluntary.
- (b) In order to qualify for participation in the evaluation of any Partnership Academy as described in subdivision (a), a school district shall demonstrate that the number of pupils seeking admission to the academy, who qualify for admission under applicable criteria, exceeds the number of openings in the academy.
- (c) The evaluation shall be conducted on a basis that results in no net cost to the state or to any participating school district. The evaluating entity is responsible for obtaining, from other sources, any funding that is necessary for the purposes of subdivision (a).
- (d) Notwithstanding any other provision of law, the evaluating entity shall have access to pupil records, to the extent permitted by federal law, as necessary to perform the evaluation. The evaluating entity shall ensure that all personally identifiable information regarding any pupil and his or her parent or guardian remains confidential.
- (e) The evaluating entity shall coordinate its evaluation activities under subdivision (a) with the Superintendent of Public Instruction, and provide the superintendent with the results of the evaluation upon completion. The Superintendent of Public Instruction shall submit the results of the evaluation to the Legislature.

SAMPLE OF PLANNING YEAR ACTIVITIES AND TIMELINE

PLANNING YEAR ACTIVITIES	TIMELINE
Identify and Confirm Academy Team - Select Coordinator/Lead Teacher, Academy teachers, designated administrator, counselor, and district representative.	January
Confirm Advisory Committee Membership - Confirm advisory committee that includes Academy teachers, site administrator, district representative, business partners, counselor and postsecondary representatives.	January-February
Register for and Attend Academy Institute and Conference – Register "All" team members for the Conference. If possible, bring a key administrator, counselor, and business partner.	January-March
Decide Academy Team Members Responsibilities - Identify tasks, timeline, and team member assuming responsibility for oversight and/or completion.	February-May
Form Advisory Committee Task Force(s) - Tasks may include curriculum development, student recruitment and selection, parent and private sector involvement, partnerships, facilities and equipment, and others as necessary.	February-May
Recruit and Select Students - Distribute information about Academy to students and school staff, accept and screen applications, hold interviews, select students, set up system for collection of student data; notify counselors to schedule students in upcoming year.	February-May
Conduct Parent Informational Meetings - Invite parents and students to an informational meeting. Provide an overview of Academy Program.	February-May
Coordinate Program with School Site - Maintain ongoing communication with school staff, connect with special programs and school site plans, arrange block scheduling, limited class size, and common/extra prep period.	March-June
Develop Career-Technical Curriculum (in detail for grade 10 and outline level for grades 11-12) - Review district procedures for course development, utilize advisory committee expertise, examine and address state standards, incorporate strategies to increase student achievement, review available materials, and visit/consult other Academies.	March-August
Prepare Facilities and Equipment - Determine an Academy "home base." Prepare classroom facilities to accommodate the Academy. Order and install necessary equipment.	April-August
Plan Student Activities, with private sector involvement, to encourage and acknowledge Academic Achievement and Occupational Preparation - Utilize advisory committee and business partners to explore and plan student based activities that have an academic and occupational focus.	May-August
Plan Business Speaker and Field Trip Program - Establish a structure and schedule for guest speakers and field trips; i.e., frequency, purpose, and desired student outcomes. Identify business participants and field trip locations.	May-August
Complete Implementation Plans - Finalize plans for implementation of the Academy with all required components. Complete final report for planning grant. Contact CDE if having difficulty.	June-September

CALIFORNIA PARTNERSHIP ACADEMY WEBSITE

Visit the CPA website at:

www.cde.ca.gov/partacad

This is your link to what's happening with the California Partnership Academies. The website provides Announcements, a Program Overview, the Law, the Directory of the Funded Academies, available Resources and Required Forms, Performance Data, and information regarding: Regional Networking Meetings, Technical Assistance Workshops, and the Annual Conference.

Future website additions will include: Individual Academy Profiles and Best Practices.

CALIFORNIA DEPARTMENT OF EDUCATION CONTACT INFORMATION

For technical assistance in <u>developing your program</u> please contact:

Karen Shores, Education Programs Consultant California Department of Education High School Initiatives Office 721 Capitol Mall, 4th Floor Sacramento, CA 95814 (916) 651-8800 FAX: (916) 657-4651

Email: kshores@cde.ca.gov

For further information on funding or fiscal concerns, please contact:

Machelle Martin, AGPA California Department of Education High School Initiatives Office 721 Capitol Mall, 4th Floor Sacramento, CA 95814 (916) 657-3490 FAX: (916) 657-4651

Email: mamartin@cde.ca.gov